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LETTER TO STUDENTS AND PARENTS

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Tantasqua Regional Junior High School opened its doors in January 1975. It was home to grades seven, eight, and nine until 2002 at which time grade nine moved across the street to the new Tantasqua Regional Senior High School. There are currently 538 students representing grades seven and eight at Tantasqua Regional Junior High School.

About our cover-----**Cassidy Cloutier** created this year's cover art specifically for the Program of Studies. She incorporated images that, in her opinion, represent strength, individuals working together, and the free-spirited nature of junior high students.

Cassidy is an eighth grade student at Tantasqua Junior High School. She enjoys art and is enrolled in the advanced art class. Cassidy also enjoys music and snowboarding.

TANTASQUA REGIONAL JUNIOR HIGH SCHOOL
Brimfield, Brookfield, Holland, Sturbridge, Wales

March 2010

Dear Students and Parents:

Tantasqua Junior High School is a school committed to education of the early adolescent population of the Tantasqua community. Our program at Tantasqua is based on the premise that students at the middle level have unique social, emotional and intellectual characteristics and, to be effective, a program must recognize and meet these needs. We at Tantasqua are proud of the program that we have developed here for our students. We feel it offers many opportunities for academic and social growth and with the necessary support, both here and at home, our students will enjoy a rich and productive educational experience.

Our program is traditional both in content and structure, yet flexible in meeting students' needs and goals. Each student is expected to select and complete courses in English, mathematics, science, social studies, and either foreign language or reading. In addition, we require students to participate in physical education, music, art, technology, computer and health.

In order to take full advantage of the program of studies at the junior high, you must read this brochure carefully so that your course selections are those best suited to you.

To do this, we suggest the following steps:

1. Read the program descriptions for the grade you are entering.
2. Discuss the course options with your parents and teachers.
3. Fill out your subject selection sheet. **PARENTS MUST APPROVE AND SIGN THE COMPLETED FORM. STUDENTS MUST RETURN IT TO SCHOOL.**

All subject selection sheets will be reviewed by your guidance counselor who will contact you if your selections do not appear to be in your best interests. You may, of course, discuss your selections with the Assistant Principal or Principal.

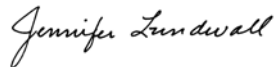
If you are entering grade seven, you and your parents should pay particular attention to the subject selection process and seek the advice of your sixth grade teacher and Principal. They are familiar with both you and our program and can be very helpful. If you are in need of any additional help from the junior high school, please call our guidance office, at 347-7383.

If you are entering grade eight, you and your parents should make sure selections remain consistent with your goals and abilities.

If we cannot accommodate your choices regarding course selection, we will make every effort to contact you. If curriculum changes have to be made after registrations, we will do everything possible to contact students and parents. Should it be necessary to alter large numbers of programs during the summer, we will make changes consistent with the most favorable options available.

Well thought-out selections of subjects by students are an acknowledgment that planning and thought are a necessary part of education. Each year of schooling is important, and we want to ensure that every student takes advantage of the opportunities available.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Lundwall".

Jennifer Lundwall
Principal

GENERAL INFORMATION

PROMOTIONAL REQUIREMENTS

In order to ensure that students enrolled at Tantasqua Regional Junior High School attain the necessary knowledge and skills to continue their education, the following promotional requirements have been approved by the Tantasqua Regional School Committee.

For students to be promoted from grade seven to grade eight and from grade eight to grade nine, they must pass four out of five subjects meeting five days a week. They should also pass at least two other subjects meeting fewer than five days a week for the year. Students failing more than one subject will be considered for retention.

GUIDANCE AND COUNSELING

The Tantasqua Regional Junior High School Guidance Department is committed to providing support services which allow students to reach their individual potential. Guidance personnel recognize the uniqueness of each student and focus on assisting students in the development of their academic, social /emotional and personal potential. Counselors work with students, parents and teachers to facilitate the transition process from elementary school to junior high and from junior high to high school. Counselors are assigned to students for their two years at the junior high and coordinate the course selection process between schools. Working with students individually, in groups and within classrooms, counselors provide information and support related to academic, behavioral and career choices.

In addition, guidance counselors are available to work with parents whenever they have questions about adolescent development and interaction, the school, the curriculum, test results, or school sponsored activities. Counselors can also serve as a liaison between home and school, offering information to parents regarding students' academic or behavioral adjustments and reinforcing structures set up by home or school. Students and parents are invited to contact the guidance counselors whenever they feel their services would be helpful. Counselors are also available to meet with students individually and in groups to discuss personal problems, methods of coping, and to further their development of responsibility and values.

Title I

Title I provides supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the State's challenging content and performance standards. Student eligibility is determined by the criteria set by the Department of Elementary and Secondary Education and based on teacher recommendation.

SPECIAL EDUCATION

Inclusion does not begin and end in the classroom, but it is a philosophy that continues through life. (Karten, 2005)

The Special Education Program at Tantasqua Regional Junior High School meets the requirements of the Massachusetts special education regulations and the federal law (IDEA). Programs in all academic areas are available for students with special needs, both in the small group and inclusion settings. The Individualized Educational Program (IEP) is developed by a team composed of classroom teachers, special education teachers, parents, team chairs, specialists and any other people concerned with the education of the child.

Many inclusion classes are co-taught by a content specialist teacher and a learning specialist teacher, with a learning specialist teacher and an instructional assistant assigned to each team. In the co-taught classes, both teachers share teaching responsibilities within a general education classroom in order to meet the needs of each and every student so that each student's educational potential can be recognized through challenging, authentic and essential learning.

Resource classes offer a small group setting for students who work below grade-level expectations due to a disability. The Massachusetts Curriculum Frameworks are followed, with content covered on a more individualized, level with greater assistance.

The Alternative Classroom offers a very structured and supportive learning environment where academic, social and behavioral objectives are closely monitored.

Small group reading instruction is available to those students who have been identified as needing a systematic, multi-sensory reading program due to weaknesses with decoding and spelling.

Small group instruction is also available to those students who have been identified as needing regular assistance with the organization of their materials and with the development of study skills and self-advocacy strategies so that the student can become a more independent and successful learner.

EMERGENCY INFORMATION

A Massachusetts School Health Record, short form, is sent to all incoming seventh grade students. Please complete and return this form promptly. If telephone numbers, addresses, or parent work information change over the next two years, please call the school nurse.

NOTICE OF NON-DISCRIMINATION

Tantasqua Regional Junior High School is committed to ensuring that no student is denied access to any educational program or activity of the Tantasqua Regional School District for reason of race, color, sex, ethnic background, national origin, religion, economic status, sexual orientation or disability and being in compliance with all applicable state and federal laws.

SCHOOL HEALTH INFORMATION

Health Services

Mrs. Brogan, R.N., is our school nurse. She is mandated by law to keep accurate health records. Her office is located on the first floor near the Guidance Office. During the summer break the Health Office is closed. If you need medical information please contact the nurse prior to the closing of school in June.

Physical Exams- A physical exam is required to participate in the after school sport program and for ALL entering 7th graders. A dully documented form that is signed by a physician is accepted up to 6 months prior to the opening of the school year. Sport exams for athletes should be completed annually, preferably after June 1ST, remain current through the chosen sport season and be on file in the health office prior to participation. Please be aware the school sponsored sport exams are scheduled for the second week of school in September and the beginning of each month in November, March and June. If the student's physical exam is outdated or not on file with the nurse, the student MAY NOT TRYOUT OR PARTICIPATE.

Immunizations- The health records of entering 7th grade students and new students will be reviewed for booster shots. All students are required to have had an MMR#2, a Td booster (if 5 years since last DTP), Hepatitis B-three (3) doses and a doctor certificate indicating a positive history of having had Chickenpox or vaccination (1) dose (or 2 doses if age 13 years or older).

Medications- No medications (including non-prescriptive medications) are to be at school. Only those medications prescribed by a physician and accompanied by the Parent Permission-Physician Order Form and kept in the original container will be given by authorized school personnel. Short-Term Medication given three or four times a day or Prescription Pain Medication are to be handled at home. Transportation of medication will be arranged by the nurse and parent. Daily medications will not be given on early release days nor given on field trips unless specifically requested in writing by the parent. If your son/daughter requires medication at school for any of the following reasons- SEIZURE, ASTHMA, BEE STING ALLERGY or DIABETES; please speak to the nurse personally once school has re-opened. Documented emergency medications such as EPI PENS, INHALERS, DIGESTIVE ENZYMES or DIABETES MEDICINE will be sent for field trips provided you contact the nurse prior to the trip so that arrangements may be made in a timely fashion.

Injury/Illness- Injury/illness acquired at home may affect the student's education. Parents are asked to contact the nurse if their son/daughter will be absent for an extended period of time. Students who have sustained an injury at home should bring in a parent note to the nurse stating the nature of the injury and possible school restrictions. Students who are ill should be kept at home. Those needing to be dismissed from school for medical reasons must do so through the health office. Absences of five days or longer will need a doctor's certificate to re-enter school.

Screenings- State health regulations require that vision, hearing, postural screening, height and weight be done annually for all students. If you prefer that these screenings be performed by your family doctor, please submit documentation to the school nurse at the start of each school year. A physical exam covers the student for height, weight and postural screening as well as allowing for the participation in after school sports. Forms are available on the school website.

Medical Gym Excuses- Students are permitted two written excuses from the parent per quarter. Gym excuses lasting into the 2nd week or longer will require a doctor note. Face/ear/body jewelry will be removed prior to participating in gym class. Protection of ALL students from a potential injury and a bleeding episode is paramount in order to avoid any exposure to Hepatitis-B and HIV.

GRADE SEVEN PROGRAM

Thoughtful subject selection is the first step to a successful school experience. Entering seventh grade students and their parents should set time aside during which they can investigate the junior high program and make the selections that are both realistic and stimulating. We recommend that both parents and students read the entire seventh grade Program of Studies and then select individual courses based on the following criteria:

- Each seventh grade student must select one course in English, mathematics, science and social studies.
- Also, he or she must select EITHER a foreign language course OR reading course.
- In addition, seventh graders must also select music and physical education.
- Technology, health, introduction to computers and art are offered. These classes meet five days a week for one quarter.
- Courses selected for special education students reflect the current IEP.
- **Parent overrides require a meeting with the principal or TEAM chairperson.**

An integral part of our seventh grade program is team organization. The teams share the same students, and have common planning time during the week. This enables teachers to coordinate skill development and instruction, to plan interdisciplinary units, to share responsibility for monitoring academic progress for students assigned to the team, and to communicate more effectively. This team concept allows us to be both more consistent and more efficient in delivering instruction to our students.

On the back of this page is a reproduction of the subject selection sheet. Please use it as a guide in making your preliminary subject selections.

Your final subject selections are to be recorded on a separate subject selection sheet. This completed form should be returned to school with a parent's signature.

Study Island Program

The Study Island Program is a self-paced learning program utilizing web-based software. The Study Island MCAS (Massachusetts Comprehensive Assessment System) Program is designed specifically to help students master the content specified in the Massachusetts Curriculum Framework. Study Island's focus on the Curriculum Framework's Learning Standards enables students to improve their performance in all skill areas tested on the MCAS (Math, English, Science & Technology), which leads to improved test scores. All students have access to Study Island at school and at home.

TANTASQUA REGIONAL JUNIOR HIGH SCHOOL
Course Selection Sheet - Grade Seven

Student Name: _____

Address: _____

Instructions:

Sixth Grade Teachers - Circle your recommendations and initial.

Parents - If you agree with the teacher's recommendations, simply sign at the bottom. If you would like to change a recommendation, write your choice (course number) on the appropriate line(s) and then sign at the bottom.

	Teacher Initials	*Parent Choice
English Seven 010	_____	_____
Math Seven 210 .. 211	_____	_____
Science Seven 310	_____	_____
Social Studies Seven 410	_____	_____
Foreign Language or Reading Seven (choose one):		
French IA.....110	_____	_____
Spanish IA 111	_____	_____
Reading 7.....113	_____	_____
Reading Workshop....114	_____	_____
Music Seven (choose one):		
♪ Wind Ensemble & Instrument Lessons.....710	_____	_____
♪ Concert & Instrument Lessons 720	_____	_____
Grade Seven Chorus 712	_____	_____
General Music 714	_____	_____
Hand Chimes 718	_____	_____
Physical Education.....910		<u>910</u>
Exploratory Seven (choose all):		
Technology. 610		<u>610</u>
Health. 611		<u>611</u>
Art..... 615		<u>615</u>
Computer Technology. 539		<u>539</u>

***Teacher Recommendation Required ♪Audition Required

Parent Signature: _____

Please return white copy to the school.

*Parent overrides require a meeting with the principal or TEAM chairperson.

I ENGLISH SEVEN

Writing is stressed at all grade levels in junior high school. To strengthen the development of writing skills, units in grammar, usage; spelling and vocabulary are taught throughout the year. Although course content will vary from grade seven to eight, the literature units will cover the novel, short story, drama, poetry, essay, and non-fiction.

Homework, which includes outside reading and report writing, is required at all grade levels.

- 010** The student enrolled at this level will be able to:
- Read and write at or above grade level.
 - Demonstrate a working knowledge of the rules of grammar and mechanics and be able to apply them to writing.
 - Use resource material.
 - Maintain a writing folder with samples of his/her work.
 - Write a coherent composition.
 - Demonstrate well-developed listening and speaking skills.
 - Analyze and interpret appropriate literature.
 - Accept responsibility for nightly assignments, and respect due dates.
 - Manage workload independently and demonstrate consistent level of quality work.

II MATHEMATICS SEVEN - 5 PERIODS

The grade seven mathematics course is pre-algebra and is offered at the two levels described below. Because homework is such a key element of success in mathematics, students should expect homework on a regular basis in all classes. Additionally, all students will be required to maintain a math notebook that will provide a written record of what students learn during this school year and serve as a reference in eighth grade. Students should expect writing assignments on a regular basis that will demonstrate the ability to communicate what they have learned. These writing assignments, as well as other special activities, will give students the opportunity to apply math in a variety of ways. All classes include the use of calculators in selected lessons to ensure students are familiar with this key technology item. Scientific calculators are suggested.

- 210** **PRE-Algebra 7:** This course is designed to introduce students to algebraic models and applications in a manner that helps students successfully bridge from the arithmetic of the elementary school to the algebra of the high school. The goal is to develop fluency with rational numbers and proportional relationships through investigation and application. The course provides instruction and support to build on and reach mastery of basic operations, and provide students with a developmental understanding of relationships among decimals, fractions and percents and their application to related algebraic concepts. Students will develop their capacity to think abstractly, and to use algebraic models and non-linear systems. Students will be introduced to equivalent expressions, solving single-variable equations and inequalities. Students will be taught how to explore and analyze mathematical ideas through a variety of approaches (verbally, numerically, graphically and symbolically.)
- 211**

Pre-Algebra 7-A (210) and 7-B (211) will examine the same topics differentiating the approaches from the more concrete to the more abstract, focusing on developing the capacity for deeper numerical and algebraic understandings and connections.

Students who have demonstrated an above average and advanced understanding of grade 6 mathematics and pre-algebraic concepts are best suited for Pre-Algebra 7A.

Math Workshop

The Math Workshop provides individualized intervention and remediation to students having difficulty with specific topics and concepts at or below grade level. In addition to the regular grade-level mathematics course, students will receive instruction, remediation, and reinforcement in identified areas of weakness. Participation will extend until demonstrated mastery and proficiency of the identified topics has been achieved. Teacher recommendation required.

III SCIENCE SEVEN - 5 PERIODS

310 **Science Seven** - This course is designed to introduce students to the study of Life Science. Emphasis will be placed on the following units of study: Classification of Organisms, Structure and Function of Cells, Systems in Living Organisms, Reproduction and Heredity, Evolution and Biodiversity, Living Organisms and Their Environment, Energy and Living Things, and Changes in Ecosystems over Time. Skill development in this course will include scientific inquiry, use of lab equipment, metric measurement and lab safety, as well as the development of scientific writing skills. Organizational strategies will be introduced and maintaining a science notebook is a course requirement. All Life Science Learning Standards of the Massachusetts Science and Technology/Engineering Curriculum Framework are components of this course.

IV SOCIAL STUDIES SEVEN - 5 PERIODS

410 **Social Studies** –Students systematically learn geography around the world-continent by continent. They also learn about the early development of the river valley civilizations. Comparisons will be made between the eastern and western cultures, and parallels between ancient and modern civilizations will be explored through the study of current events. To facilitate these comparisons, students are expected to follow the world, national, regional and local news on a daily basis. An introduction to the major world religions is included in Asian Studies.

V FOREIGN LANGUAGE OR READING - 5 PERIODS

Seventh grade students must select either a course in foreign language or reading.

FOREIGN LANGUAGE

Students have the option of electing French or Spanish. Fifteen minutes of daily homework or review is required for mastering language skills.

Students who are planning on a college career should seriously consider beginning their language study at grade seven and continuing this study throughout their high school years. Students electing French or Spanish must remain with the same language while in the junior high school.

Students receiving a D or F in a language will not be allowed to elect the next higher language course unless they repeat the course. Students who have not started a language program in grade seven may do so in the high school.

110 French IA – This course is designed to allow students to become proficient in recognizing and responding to simple spoken French. Students will learn to read and write in French under direction and later in the year independently. The way of life of the people in French speaking countries will be studied to widen the students’ global perspective.

The student enrolled in this course should be able to:

- Read and write at or above grade level
- Demonstrate a working knowledge of the rules of English grammar and be able to apply them
- Demonstrate well-developed listening level
- Accept responsibility for nightly assignments
- Manage work load independently and demonstrate a consistent level of quality work

111 Spanish IA – This course is designed to allow students to become proficient in recognizing and responding to spoken Spanish. Students will learn to read and write independently in Spanish. The culture of the people in Spanish-speaking countries will be studied to widen the students’ global perspective.

The student enrolled at this level should be able to

- Read and write at/or above grade level
- Demonstrate a working knowledge of the rules of English grammar and be able to apply them
- Demonstrate well-developed listening skills
- Accept responsibility for nightly assignments
- Manage workload independently and demonstrate a consistent level of quality work

*During the first five weeks of French or Spanish, foreign language students will take the Reading Seminar course. This course provides an overview of reading strategies and study skills that will aid your child in all of their course work at the junior high.

READING

113 Reading 7 - This course is open to students in grade seven who desire to improve their reading ability. These students are those who do not elect French or Spanish at this level, but are reading at grade level or above and have the recommendation of their sixth grade teacher.

The course is designed to increase reading rates, build vocabulary and comprehension, and reinforce inference skills through selected reading materials. A major emphasis is placed on the development of study skills such as listening,

note taking, and outlining as well as study strategies and library reference skills. Throughout the course students read stories and novels in conjunction with their social studies curriculum.

The program is intended to provide a meaningful experience through a broad range of reading materials and skills that attempt to develop the student's interest in reading for both pleasure and information. Reading for pleasure is strongly encouraged during the school year as students maintain reading/writing journals. In addition, students participate in several high-interest reading activities designed to motivate them to read independently.

114 Reading Workshop - This course is a continuation of the corrective reading program offered at the elementary level. The reading classes are designed to give additional help to students in grade seven who are reading below grade level. The course is designed to increase reading rates, build vocabulary and comprehension, as well as reinforce main idea, detail, and inference skills through selected reading materials. A major emphasis is placed on the development of study skills such as listening, note taking, and outlining along with general reading strategies.. Throughout the course students read stories and novels in conjunction with their social studies curriculum. They will also participate in several high-interest reading activities designed to motivate them to read independently and appreciate reading for pleasure. Students enter this class upon recommendation of their sixth grade teachers and the result of the STAR reading test scores and other information.

VI EXPLORATORY SEVEN

All seventh grade students will rotate through four exploratory courses. Each course meets five days a week for one quarter. Each quarter course will help students develop responsibilities associated with problem solving and decision making. Students will learn to interact through cooperative groups and hands-on learning experiences.

TECHNOLOGY EDUCATION UNITS

539 Computer Technology- The intent of this course is to give students computer and keyboarding skills that will serve them throughout their school years and beyond. Students will be able to use various software applications that will enable them to create documents, create and maintain data, use the internet, and make the computer an even bigger tool for use in all aspects of their lives.

Students will acquire valuable skills for their personal, academic, and occupational endeavors while learning to think more critically and creatively, evaluate the quality of their own work, and recognize acceptable document formats in an effort to become more technologically proficient.

610 Technology Education- This course will introduce students to laboratory experiences in communications, transportation, fabrication, and design. The activities require problem solving, designing, construction of models, and evaluating the design of prototypes. Students will learn basic drafting and gain a hands-on understanding of tools and materials through activities in technology- transportation, manufacturing, biotechnology, communications, and construction.

HEALTH EDUCATION UNIT

- 611** **Health Education**- This course is designed to help students focus on learning good health habits and to use this knowledge to promote healthy behaviors. Topics will include growth and development, nutrition, fitness, substance abuse prevention, conflict resolution, and body systems.

VII ART SEVEN

- 615** This course is fully integrated with the academics, reinforcing both the academic disciplines and art skills. The projects are designed to support academic lessons while maintaining artistic creativity. This course is one of the four Exploratory options that each student will participate each quarter.

VIII MUSIC SEVEN

Seventh grade students have a wide variety of choices available to them in the music program. Please read the music section of this brochure for an explanation of the music program.

IX PHYSICAL EDUCATION SEVEN

- 910** All students are required to take physical education unless excused for medical reasons. Students will participate in physical education two to three times per week, opposite their music selection, throughout the school year.

The program is divided into units that include team sports, individual sport skills and games. Most classes have a fitness component where students are provided an avenue to increase his or her fitness level. Emphasis is placed on the fundamental skills and rules of each sport.

Students are encouraged to change into proper class attire: shorts or sweatpants/windpants, t-shirt or sweatshirt, and sneakers. Lockers are provided.

Safety goggles are required for certain activities. The school provides goggles, but students are encouraged to purchase a pair for their own personal use.

GRADE EIGHT PROGRAM

Students entering the eighth grade should use their current school experience as the most realistic and reliable guide to subject selection. Students and their parents should review progress reports and discuss course selection with their child's guidance counselors and teachers before making final subject selections. We recommend that both parents and students read the entire eighth grade Program of Studies and then select individual courses based on the following criteria:

Each eighth grade student must select one course in English, mathematics, science, and social studies. Also, he or she must select EITHER a foreign language OR reading course. These courses meet five times a week. In addition, eighth graders must also select music, art, physical education, computers, and technology/life skills.

Courses selected for special education students reflect the current IEP.

Parent overrides require a meeting with the principal or TEAM chairperson.

An integral part of our eighth grade program is team organization. All students are placed on one of three teams. The teachers share the same students and have a common planning time during the week. This enables teachers to coordinate their instruction, to plan interdisciplinary units, to share responsibility for monitoring academic progress for students assigned to the team, and to communicate more effectively. This team concept allows us to be both more consistent and more efficient in delivering instruction to our students.

In addition, the major component of the humanities curriculum in grade eight is our American Studies Program, which is an interdisciplinary approach that includes units in social studies, English, and art. Each integrated unit is focused on a particular historical time period and enriched through the use of artistic and literary sources. Through field study, research and writing, students will gain historical knowledge and develop the necessary communication and thinking skills to prepare them for active citizenship.

On the back of this page is a reproduction of the subject selection sheet. Please use it as a guide in making your preliminary subject selections.

Your final subject selections are to be recorded on a separate subject selection sheet. This completed form should be returned to School with a parent's signature.

Study Island Program

The Study Island Program is a self-paced learning program utilizing web-based software. The Study Island MCAS (Massachusetts Comprehensive Assessment System) Program is designed specifically to help students master the content specified in the Massachusetts Curriculum Framework. Study Island's focus on the Curriculum Framework's Learning Standards enables students to improve their performance in all skill areas tested on the MCAS (Math, English, Science & Technology), which leads to improved test scores. All students have access to Study Island at school and at home.

TANTASQUA REGIONAL JUNIOR HIGH SCHOOL
Course Selection Sheet - Grade Eight

Student Name: _____

Address: _____

Instructions:

Teachers - Circle your recommendations and initial.

Parents - If you agree with the teacher's recommendations, simply sign at the bottom. If you would like to change a recommendation, write your choice (course number) on the appropriate line(s) and then sign at the bottom.

	Teacher Initials	*Parent Choice
English Eight 020.021	_____	_____
Math Eight 220. 221. 222	_____	_____
Science Eight 320. 321	_____	_____
Social Studies Eight . . 420. 421	_____	_____
Foreign Languages or Reading Eight (choose one):		
French IB..... 120	_____	_____
Spanish IB..... 121	_____	_____
Spanish II.....122	_____	_____
Language Arts Plus 123. 124	_____	_____
Music Eight (choose one):		
♫Wind Ensemble & Instrument Lessons..710	_____	_____
♫Concert & Instrument Lessons.....720	_____	_____
♫Select Chorus 722	_____	_____
Eighth Grade Chorus. 723	_____	_____
General Music 724	_____	_____
Hand Chimes. 728	_____	_____
Physical Education..... 920		<u>920</u>
Exploratory Eight (choose all):		
Computer Technology... 520		<u>520</u>
Technology 620		<u>620</u>
Health. 621		<u>621</u>
Art..... 625		<u>625</u>
Advanced Art.....626**.		<u>626**</u>

Junior High Teacher Recommendation Required *Teacher Recommendation Required

♫Audition Required

Parent Signature: _____

Please return white copy to the school.

*Parent overrides require a meeting with the principal or TEAM chairperson.

I ENGLISH EIGHT - 5 PERIODS

Writing is stressed at all grade levels in junior high school. As writing reinforcement, units in grammar, usage, spelling, and vocabulary are taught throughout the year. Although course content will vary from grade seven to eight, the literature units will cover the novel, short story, drama, poetry, essay, and non-fiction.

Homework, which includes outside reading, research, and report and essay writing, is required at all grade levels.

Grade eight English is offered at two levels of difficulty.

- 020** The student enrolled at this level should be able to:
- Read and write above grade level.
 - Demonstrate a working knowledge of the rules of grammar and mechanics and be able to apply them to writing.
 - Use resource material independently.
 - Complete assignments outside of class.
 - Draw inferences and conclusions from reading.
 - Begin to synthesize and analyze information from materials read.
 - Demonstrate vocabulary above grade level.

- 021** The student enrolled at this level should be able to:
- Read and write at grade level.
 - Read or work with all assigned materials without special assistance from the teacher.
 - Demonstrate a basic understanding of the rules of grammar and mechanics and be able to apply them to writing.
 - Complete assignments outside of class.
 - Use library and other resource centers with limited teacher direction.
 - Begin drawing inferences and conclusions from reading.
 - Begin to synthesize and analyze information from materials read.
 - Demonstrate vocabulary at grade level.

II MATHEMATICS EIGHT - 5 PERIODS

Grade eight mathematics is offered at the three levels described below. Homework is an essential part of learning mathematics and grade eight students should expect homework on a regular basis. Additionally, all students will be required to maintain a math notebook that will provide a written record of what students learn during this school year and serve as a reference in high school. Students should expect writing assignments on a regular basis that will demonstrate the ability to communicate the approach used to solve a problem as well as the actual solution to the problem. These writing assignments, as well as other special activities are designed to assist students in preparing for the MCAS test given to eighth graders each spring. All classes include the use of calculators in selected lessons to ensure students are prepared to use calculators on a regular basis in high school. Scientific calculators suggested.

- 220** **Advanced Algebra** - Advanced Algebra is a rigorous first year course of college preparatory mathematics. It prepares motivated students with the knowledge base and critical thinking skills demanded by the honors level math courses. Units covered include: Solving, graphing, and modeling linear, quadratic, radical, and exponential equations and inequalities; Problem solving and modeling with linear, quadratic, radical and exponential equations; Systems of equations and inequalities; Functions. The next recommended course is Algebra II. Students who earn a B+ average or higher for the course may receive High School credit.
- 221** **Algebra** - Introductory Algebra is a comprehensive course covering the Curriculum Frameworks that provides students with the groundwork for success in future algebra courses. This course is designed for students who successfully completed Pre-Algebra in grade seven and through assessment procedures have demonstrated the ability to conceptualize and manipulate algebraic concepts. This course continues the development of fluency working with integers, number lines, and inequalities; variables and variable expressions; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear and non-linear equations. Students will be taught how to explore and analyze mathematical ideas through a variety of approaches (verbally, numerically, graphically and symbolically).
- 222** **Pre-Algebra 8** - This course is the second in a two-year sequence designed for students who need more preparation in basic math skills of addition, subtraction, multiplication, and division of decimals, fractions, and integers. Problem solving skills are developed with connections to real-life applications. Other topics include statistics, probability, and geometry where discussions, investigations, and activities are often used to expand basic understandings of topics.

Math Workshop

The Math Workshop provides individualized intervention and remediation to students having difficulty with specific topics and concepts at or below grade level. In addition to the regular grade-level mathematics course, students will receive instruction, remediation, and reinforcement in identified areas of weakness. Participation will extend until demonstrated mastery and proficiency of the identified topics. Teacher recommendation required

III SCIENCE EIGHT - 5 PERIODS

Science Eight - This course is designed to introduce students to the study of Earth Science. Emphasis will be placed on, but will not be limited to the following units of study: Mapping the Earth, Earth's Structure, Heat Transfer in the Earth System, Earth's History, and The Earth in the Solar System. Skill development in this course will include scientific inquiry, use of lab equipment, metric measurement and lab safety. Students will continue to develop scientific writing skills through open response questions on labs and exams. Organizational strategies will be reinforced and maintaining a science notebook is a course requirement. All Earth and Space Science Learning Standards of the Massachusetts Science and Technology/ Engineering Curriculum Framework are components of this course.

320 This course is designed to be more challenging than the general level of science. Students should be recommended by their seventh grade teachers for this advanced level. Students should expect a more in-depth study of Earth Science concepts and the chance to go above and beyond the core content. Students should be advanced in their mathematics, reading, writing and science skills. Excellent study skills and work habits are also essential for the student in this level.

321 This course is designed for all levels of science students. Study and organizational skills will be emphasized and reading, writing, and math skills will be incorporated into both activities and assignments. This course will be able to prepare students for college preparatory science classes, as well as help those students who can benefit from direct instruction. Lessons may be modified to meet the needs of all students.

IV SOCIAL STUDIES EIGHT - 5 PERIODS

This social studies course includes the Medieval Period in Europe, African history, and American history. The course will cover the political and intellectual origins of the American nation including the Revolution and the Constitution; Westward Expansion; economic growth in the North and South; social, political, and religious change; and the Civil War. An emphasis will be placed on study skills, writing skills and research skills.

420 This course is designed for the student who has above grade level skills in reading and writing. Excellent study skills and work habits are essential for the student in this level. Students will design projects based on historical information and write creative essays based on their research.

421 This course is designed for the student who has grade level skills in reading and writing. Students will receive direct instruction in organization and study skills. Projects are based on historical information and students will complete writing assignments.

V FOREIGN LANGUAGE OR READING - 5 PERIODS

FOREIGN LANGUAGE

- Students who have elected French or Spanish in grade seven should remain with the same language in grade eight.
- Fifteen minutes of daily homework or review is required for mastery.
- Students receiving a D or F in a language will not be allowed to elect the next higher language course unless they repeat the course.
- Students who have not started a language program in grade eight may do so at the high school.

120 French IB- This course is a continuation of French Seven. During this year there will be continued development of the four skills of listening, speaking, reading, and writing in a logical manner. These skills will lead students toward greater self-expression in French. Interesting and practical cultural presentations

concerning the French-speaking world will enhance their second language learning. A student who has successfully completed French IA and French IB has completed the equivalent of high school French I.

121 Spanish IB- This course is designed as reinforcement for those students who had difficulty in Spanish I in seventh grade. During this year there will be continued development of the four skills of listening, speaking, reading, and writing in a logical manner. These skills will lead students toward greater self-expression in Spanish. Interesting and practical cultural presentations concerning the Spanish-speaking world will enhance their second language learning. A student who has successfully completed Spanish IB has completed the equivalent of high school Spanish I.

122 Spanish II – This course is the next in the sequence for those students who have successfully completed Spanish I in seventh grade. During this year students will continue to develop the four skills of listening, speaking, reading and writing in a logical manner. Grammar study will be more intensive with the introduction of a past tense. Oral proficiency will increase with greater use of the target language in class. Students will continue to improve cultural awareness and tolerance. A student who has successfully completed Spanish II is eligible for Spanish III as a freshman at the high school.

ENGLISH/LANGUAGE ARTS PLUS

123 ELA Plus I - is open to students in grade eight who desire to improve their reading skills. Students who have elected to take French or Spanish are not eligible for ELA Plus I. Students eligible for this course are reading at grade level or above and have been recommended by their seventh grade reading teacher.

The major focus of the course is to help equip students with specific comprehension and vocabulary skills, to stimulate critical thought and evaluation of reading selections, and to encourage a life-long habit and enjoyment of reading. The direction of this course takes the students well beyond the standard study of reading comprehension. The goal is to prepare grade eight students for the type of reading analysis they will be doing in high school. Towards this goal, this course will emphasize instruction in structural analysis, contextual clues, main idea, inferential thinking, sequencing relationships, and study skills in a creative, holistic approach and will provide a challenging course for the capable grade eight reader. Also included in the instruction are several extended projects and in-depth study of an adolescent novel.

124 ELA Plus II - is designed to give additional reading and comprehension instruction to grade eight students who are reading below grade level. The objectives covered in the ELA Plus II curriculum are taught in a more structured program at a pace and reading level appropriate for the students involved. In addition to formal instruction in reading, attention is given to listening, vocabulary, dictionary, library skills, study skills, and organizational skills. Students enter this class upon the recommendation of their seventh grade teachers and the results of the STAR reading test scores and other test information.

VI TECHNOLOGY/LIFE SKILLS

- 621 Health Education-** The major focus of this course is to encourage all eighth grade students to assess risk-taking behaviors and to make responsible decisions affecting their health. Students will participate in individual/ group activities and discussions centered around stress management, eating disorders, substance abuse prevention, human sexuality, STD/ STI's, body systems, depression and suicide prevention.
- 520 Computer Technology-** Students are introduced to such computer applications as word processing, spreadsheets, databases, and desktop publishing. Students will have the opportunity to explore multimedia technology. They will learn to search for and evaluate websites and implement online safety tips. Students will produce daily projects using various software.
- 620 Introduction to Design and Engineering Technology-** This course consists of student exploration of design and engineering concepts through hands-on construction. Students will discover through a series of guided discussion sessions and activities with cooperative learning how to apply principles of math and science. Students will explore their applied knowledge by solving various technological design problems. Activities include tops, ergonomic designed chairs, and structures (bridges and towers).

*Technology/Life Skills classes will meet 5 days a week for one quarter.

VII ART EIGHT

- 625** In grade eight, students will review the basics of art through a series of interdisciplinary lessons. Lessons will be designed to reinforce skills of other academic classes by learning with, through, and about the arts. After reviewing the basics, students will be introduced to a variety of art mediums and techniques including drawing, painting, printmaking, graphic design, and sculpture. Projects will be designed to encourage creativity and build self-confidence in each student's artistic ability. Students who excel may advance to independent projects (such as the mural program) in order to cultivate their artistic talent.

ADVANCED ART

Class will meet four times/rotation (students may choose not to have a music) for the complete year. Students who choose this option will participate in accelerated/advanced art projects such as MURAL PAINTING, COMMUNITY ART EXHIBITS, ADVANCED DRAWING AND PAINTING PROJECTS, GRAPHIC DESIGN and many school-support projects such as DRAMA CLUB SET DESIGN, HONOR ROLL DINNER DECORATIONS, SUPERINTENDENT'S OFFICE ART EXHIBIT and SHOW CHOIR MURALS. Students who are interested in this course must see Mrs. Guerin or Mrs. Willard for a letter of recommendation. There will be a maximum of 30 students admitted into this course.

VIII MUSIC EIGHT

Eighth grade students have a wide variety of choices available to them in the music program. Please read the music section of this brochure for an explanation of the music program.

IX PHYSICAL EDUCATION

920 All students are required to take physical education unless excused for medical reasons. Students will participate in physical education two to three times per week, opposite their music selection, throughout the school year.

The program is divided into units that include team sports, individual sport skills and games. Most classes have a fitness component where students are provided an avenue to increase his or her fitness level. Emphasis is placed on the fundamental skills and rules of each sport.

Students are encouraged to change into proper class attire: shorts or sweatpants/windpants, t-shirt or sweatshirt, and sneakers. Lockers are provided.

Safety goggles are required for certain activities. The school provides goggles, but students are encouraged to purchase a pair for their own personal use.

MUSIC - ALL GRADES

Our course offerings in music are designed to address the frameworks for music education and use four different instructional mediums: 1) Instrumental Music Ensemble, 2) Vocal Music Ensemble, 3) Handchime Ensemble, and 4) Classroom Music Instruction.

Instrumental Ensemble, Hand Chime Ensemble, and Vocal Music Ensemble are designed for the student who wants to study the art of music with the additional component of required ensemble performance. Courses offered in these three types of ensembles are designed to combine the elements of music theory, music history, and musical analysis, with the practical application of these areas of study being the student's participation in one of these performance ensembles. A student who is interested in developing vocal skills should choose a vocal ensemble course, while a student who is interested in furthering instrumental skills should select an instrumental music course and instrumental lessons. A student should select Hand Chime Ensemble if he/she would like to be part of an instrumental performing ensemble, has no previous band experience, and would prefer a "playing" rather than a "singing" ensemble.

DEPARTMENT POLICY REGARDING ATTENDANCE AT CONCERTS- All

Ensemble courses include a required commitment to extra rehearsals and public performance outside of regular school hours. It is a policy of the Junior High School Music Department that any student in a performing ensemble who is absent from a public performance for any reason must complete a make-up assignment during the same marking period as the performance. Since public performances serve as one of the principal means of course assessment for students enrolled in these courses, the make-up assignment is by no means punitive; it does, in fact, serve as component necessary for the tabulation of a student's grade in the absence of a concert performance. Students who do not complete the make-up assignment before the end of the marking period will not be eligible for special department activities.

INSTRUMENTAL MUSIC

710 Concert Band - Membership in Concert Band is open to intermediate level musicians who can demonstrate certain minimal playing skills on their instrument. In order to elect this course, students should have had at least two years of lessons and one year of Band in Elementary School. All Concert Band students must also elect "Instrument Lessons." Students are graded A, B, C, D, F in Concert Band.

Concert Band offers the student musician the opportunity to learn the fundamentals of performing as a member of a coherent, and expressive music ensemble. In addition to rehearsing as a group, students in this class will also do written work relating to the symbols and language of music including Italian terms and very basic music theory. Students are graded during each marking period on their individual progress in five areas: 1) Major Scales, 2) Musical Exercises, 3) Musical Terms and Symbols, 4) Written Work, and 5) Attendance at Instrumental Lessons.

720 Wind Ensemble -Membership in Wind Ensemble is selective and only open to those instrumental students who are selected by audition. Wind Ensemble members must be able to demonstrate intermediate to advanced playing skills on their instrument as outlined in the band handbook. All Wind Ensemble students must also elect Instrumental Lessons. Students are graded A, B, C, D, F in Wind Ensemble.

The Wind Ensemble offers the student musician the opportunity to attain a higher level of performance technique by participating in a more demanding, musically advanced ensemble. Musical literature performed by this ensemble will encompass pieces drawn from a variety of musical styles and historical periods. Students will also study concepts in music theory. Students are graded each marking period on five areas of individual progress: 1) Required Scales, 2) Musical Exercises, 3) Written Work, 4) Music Theory Knowledge, and 5) Attendance at Instrumental Lessons.

The Music Department policy regarding concert attendance applies to both Concert Band and Wind Ensemble. Members of the Grade Eight Band who maintain at least a C average in each of these ensembles will be required to perform publicly at least three times per year: at the Annual Holiday Concert in December, at the Spring Concert in June, and in a festival or exchange concert usually in March or April. Students will be strongly encouraged to participate in other opportunities such as Central District, the Quabbin Valley Music Educators Festival, and the Junior High School Jazz Band.

INSTRUMENTAL LESSONS

Instrumental Lessons - grades seven and eight - **Lessons are required for all band students.** Instrumental Lessons are scheduled in small groups of similar instruments with students of comparable ability, (i.e. beginner, intermediate, advanced, etc.). The major educational objective of instrumental study outside of the band rehearsal is to provide the individualized instruction that is crucial to developing the technical proficiency and musical mastery of a student on his/her instrument.

The grade that a student earns in Instrumental Lessons will be factored into his/her grade for band. Elements given consideration when grading mostly consist on preparation for lessons and attendance. Students are scheduled for lessons on a rotating basis in which they, with the teacher's permission, are released from another class. *The only exception to the lesson requirement is that students may choose to take private instrumental lessons from a professional teacher outside of Tantasqua.*

VOCAL MUSIC

Students who elect a vocal ensemble must possess a sincere desire to sing and become musically literate. No prior elementary school vocal music experience is necessary to elect a vocal ensemble. Students will develop good vocal technique through a series of exercises and the preparation of repertoire that is performed at concerts. Classes will also engage in a series of ear training lessons throughout the school year employing the Kodaly method of utilizing solfeggio in the study of sight singing. Elements of music theory, music history, and musical analysis are also addressed in all vocal ensemble courses. A student's progress is assessed both orally in class and through written work throughout the school year. All vocal music students are graded A, B, C, D, F with the main focus on a student's grade being individual improvement. A student's grade will not be based upon his/her vocal ability as compared with another student's, but rather on an individual student's attitude, effort, and level of improvement throughout the year.

Vocal Ensembles will prepare and perform a variety of repertoire from many genres of music and perform in both the Winter and Spring Concerts. Concert performances are mandatory and subject to the Music Department Concert Attendance Policy. Concert attire for all performances is white dress shirt, black pants and necktie for boys, and white blouse and black skirt/slacks for the girls.

SEVENTH GRADE CHORUS

712 Seventh Grade Chorus - This course is designed as an introduction to vocal training and choral literature and is open to grade seven students only. It is a full year course meeting three times per six day rotation. Previous choral singing in the elementary grades is not required and there are no auditions for this course. Concert participation, however, is mandatory.

EIGHTH GRADE CHORUS

723 Eighth Grade Chorus - This course is designed as the next step in the more advanced study of choral music, vocal training, and musical literacy skills. Students must earn a grade of C or better in either Seventh Grade Chorus or other seventh grade music selection to be eligible for this course. No auditions are required for this course and concert participation is mandatory.

SELECT CHORUS

722 Select Chorus - Membership in Select Chorus is by audition and is open only to grade eight students. Students in Select Chorus will prepare and perform all eighth grade repertoire as well as more musically advanced pieces. They will engage in advanced skill building routines aimed at developing music independence.

Throughout the year, students will study various styles of music as well as musical works in languages such as Latin, German, and French.

HAND CHIME ENSEMBLE

Hand Chime Ensemble is offered as both an ensemble experience in the seventh and eighth grade years. A student who wants to develop the musical techniques in the seventh grade to further his or her study of hand chimes on a more advanced level in the eighth grade has the ability to do so, while an eighth grade student who wants to explore the performance medium of hand chimes may begin study during grade eight. All hand chime students are graded A, B, C, D, F.

Students electing Hand Chimes have required concert performances in the Winter and the Spring and concert participation is mandatory. No auditions are required, however, students must earn a grade of B or better in Seventh Grade Hand Chimes in order to be considered for Advanced Hand Chimes. Although Seventh Grade Hand Chime Ensemble is a prerequisite for a student's enrollment in Advanced Hand Chimes, exceptions may be made on a case-by-case basis.

SEVENTH GRADE HAND CHIME ENSEMBLE

718 **Seventh Grade Hand Chime Ensemble** - This course offers the student an instrumental ensemble experience other than the more traditional band offering, and does not require the student's previous instrumental study of any kind. Students will develop music literacy while being responsible for ringing 2-3 chimes in an ensemble setting. They will be assessed both orally in class as well as through written assignments. Basic ringing techniques will be practiced so that students will begin to develop those musical skills to prepare and perform more challenging pieces for concert performance.

EIGHTH GRADE HAND CHIME ENSEMBLE

728 **Eighth Grade Hand Chime Ensemble** - This course may be elected as a second year of Hand Chime study for those students having already played in Grade Seven, or may be elected for the first time in Grade Eight.

CLASS ROOM MUSIC COURSES

714 **Grade Seven General Music** – Students learn by doing! The seventh grade General Music students will have fun creating their own compositions throughout the year as they study the “elements of music” and explore the history of music from its earliest beginnings to the Romantic Era of Music History. They will begin with an exploration of rhythm, becoming familiar with proper musical terminology and notation. Through educational games and repetition, students will learn the pitches on a musical staff and how to apply musical elements such as dynamics and tempo to their work. The second half of the year will be spent applying this knowledge while learning to play simple melodies on the piano. The final project will be to add a simple melody to each rhythmic composition. Thus, each student will have written and composed his or her own song! In this course, students will be assessed through written assignments, projects, quizzes and class work.

EIGHTH GRADE GENERAL MUSIC

724 Grade Eight General Music - "Music is created by us, about us, and for us."
In this course, students will review the elements of music and make connections between contemporary music and that of the great masters. Students will write, read, analyze and compose musical notation, some of which will be their own, original work. They will develop a greater understanding of modern American music and musical theater, through a comprehensive study of the performance process, the history of the musical, and the elements of musical production. The grade 8 General Music class will also study the rudiments of the keyboard and the guitar. Students in this course will be assessed through written assignments, projects, tests and class work.